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► Care at Work in Ethiopia's Garment Sector:

A Training Manual for Advancing the Rights of
Workers with Family Responsibilities



► **Care at Work in Ethiopia's Garment Sector:**

A Training Manual for Advancing the Rights of Workers with Family Responsibilities

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► Table of Contents

List of boxes, figures and tables

Abbreviations

Chapter 1. About the Manual 01

1.1 Introduction	01
1.2 Target Group	01
1.3 Training Method	01
1.4 Structure of the Sessions	01
1.5 Pre- and post- test	01

Chapter 2. Tips for Trainers 02

2.1 Adult Learning Method (Andragogy)	02
2.2 Making the training accessible to workers with varying levels of education	03
2.3 Trainer's Role	03
2.4 Time management	03
2.5 Executing the training programme	04
2.6 The training venue	04

Chapter 3. Care Work: Definitions, context and gender equality 05

3.1. Understanding the care economy	07
3.2. The 5R Framework for Decent Care Work and Gender Equality	10
3.3. The care economy in Ethiopia	12
3.4. Gender equality at work in Ethiopia	14

Chapter 4. Maternity protection and sexual and reproductive health rights at work 15

4.1. Maternity protection and sexual and reproductive health rights	17
4.2. Balancing the work and family responsibilities of mothers and fathers	22
4.3. Maternity protection and care policies in Ethiopia	23

Chapter 5. International and national legal frameworks for working time and workers with family responsibilities 24

5.1. Working time	25
5.2. The realities and rights of workers with family responsibilities	30
5.3 National legislation for workers with family responsibilities	30

Chapter 6. Freedom of association and collective bargaining 30

6.1. Trade unions: What are they and what they can do?	36
6.2. Freedom of association and collective bargaining	36
6.3. International and national instruments	37

Chapter 7. Concluding remarks**39****Bibliography****41****Annexes**

Annex 1. Types of care work activities

42

Annex 2. Images of risky and safe situations for pregnant and nursing workers

43

Annex 3. Example collective bargaining agreement: Kombolcha

Textile Share Company

43

Annex 4. Pre- and post-test

44

Annex 5. Training evaluation sheet

45

► List of boxes, figures and tables

30

Boxes

Box 3.1. Group exercise 1	06
Box 4.1. Group exercise 2	16
Box 5.1. Group exercise 3	24
Box 5.2. Group exercise 4	27
Box 6.1. Group exercise 5	33

Figures

Figure 2.1. Seating arrangement recommendations for the training sessions	04
Figure 3.1. Motives for care work	08
Figure 3.2. Paid and unpaid care work	08
Figure 3.3. The “unpaid care work – paid work – paid care work circle”	09
Figure 3.4. The 5R Framework for Decent Care Work	10
Figure 3.5. Care workers as a share of the total employed population in Ethiopia, 2018 (%)	12
Figure 3.6. Daily time spent on unpaid care work and paid work, 2018(minutes)	12
Figure 3.7. Value of unpaid care work as a percentage of GDP, 2018 (%)	13
Figure 3.8. Snapshot of gender equality in the world of work in Ethiopia, latest year	14
Figure 4.1. International labour standards contributing to the ILO’s 5R Framework for Decent Care Work	17
Figure 4.2. Objectives and purpose of the maternity protection standards	18
Figure 4.3. Key elements of maternity protection	20
Figure 5.1. The main provisions of the ILO Convention No. 156 (1981)	30
Figure 6.1. Freedom of association and collective bargaining for decent work	36

Tables

Table 1. National legislation for maternity protection and care policies in Ethiopia	23
Table 2. National legislation on working time in Ethiopia	26
Table 3. National legislation on freedom of association and collective bargaining in Ethiopia	38

► Abbreviations

CEACR	ILO's Committee of Experts on the Application of Conventions and Recommendations
GDP	Growth Domestic Product
ICLS	International Conference of Labour Statisticians
ILO	International Labour organization
MOLS	Ministry of Labour and Skills
OSH	Occupational Safety and Health
SRHR	Sexual and Reproductive Health and Rights
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNHLP	UN High-Level Panel on Women's Economic Empowerment

► Chapter 1: About the Manual

1.1 Introduction

Care at Work in Ethiopia's Garment Sector: A Training Manual for Advancing the Rights of Workers with Family Responsibilities for trainers who are involved in awareness raising, capacity building and advocacy for workplace care policy packages, namely maternity protection and the rights of workers with family responsibilities, who work in the textile and garment sector. The manual aims to support trainers in delivering trainings on care-responsive workplaces for both men and women trainees, and employers and workers.

The main aim of all sessions is for participants to gain an understanding and engage on the topics of “care at work” and gender equality in the textile and garment sector. Because the sessions are designed to be discussion-based, participants should be encouraged to express their views freely. The sessions discuss unpaid and paid care work, maternity protection and sexual and reproductive health rights, the needs of workers with family responsibilities, and the role of freedom of association and collective bargaining in decent work.

1.2 Target Group

The target group of this training manual comprises workers, workers’ representatives and employers of the textile and garment sector, along with their national representative organizations. The training should have both men and women participants. The recommended group size for a session is 15 to 20 trainees. The manual provides enough material to complete the exercises with a group of up to 20 participants.

1.3 Training Method

The training method employed in this manual includes different learning styles and adopts a comprehensive and interactive training approach to keep the sessions participatory.

Some of the recommended methods may include brainstorming, presentations, small group



Misrach Center workshop — Workers, Vocational Training, Addis Ababa, Ethiopia. Employment and training center for individuals with disabilities focusing on sewing and ironing. (Marcel Crozet, 2003-10)

exercises and discussions, case studies and role plays. Pictures and videos are provided to help trainees visualize concepts, situations and key messages.

1.4 Structure of the Sessions

All the training sessions start with a brief explanation about what is to come and the learning objectives. The sessions also include information on the target group, methodology, the needed materials, exercises and activities, notes for the trainer, training aids and the duration of the sessions.

1.5 Pre- and post- test

To capture participants’ prior knowledge on the topics discussed, and to understand the effectiveness of the training in supporting participants’ capacity building, a pre- and post- test should be employed. This is found in Annex 4, with the pre-test given before any training sessions, and the post-test given at the completion of the training session.

► Chapter 2: Tips for Trainers

2.1 Adult Learning Method (Andragogy)

The participants of the training will be adults of all ages. Adults come to training sessions with various backgrounds and experiences, which may mean that they already have clear opinions, feelings and mindsets on the topic of discussion.

Therefore, trainers should keep in mind the following principles:

- Adults have established values, beliefs and opinions;
- Adults have years of experience and a wealth of information;
- Adults relate new knowledge and information to previously learned experience and knowledge;
- Adult's style and pace of learning might have changed and they tend to concentrate less than children, because they do not feel that it is all completely new for them;
- Adults need a break more frequently during learning;
- Adults have more pride and are therefore sensitive to treatment;
- Adults have a deep need to be self-directing;
- Individual characteristics and differences among people increase with age;
- Adults tend to have a problem orientation to learning. This means that they relate everything to their own life and find it more useful or interesting if they can use it immediately.

Hence, the materials and information need to be pertinent and closely connected to the daily experiences of the trainees.



Garment worker in Lesotho — Worker, Garment Industry, Lesotho. Engaged in her shift at a clothing factory. (Marcel Crozet, date unknown)

2.2 Making the training accessible to workers with varying levels of education

Trainees with a lower level of education often face challenges in notetaking or reading. Therefore, trainers should:

- ▶ Provide simple information;
- ▶ Provide relevant information with a clear connection to trainees' daily lives;
- ▶ Offer limited information aiming to stimulate participants to think, discuss and reach a consensus on the subject;
- ▶ Conduct sessions in an interactive manner, encouraging participants to think and discuss rather than passively listen;
- ▶ Present content in an engaging manner to help in the retention of key messages;
- ▶ Limit sessions to 90 minutes, or a maximum of 120 minutes, for optimal effectiveness.

2.3 Trainer's Role

As participants bring valuable lived experiences to the training, it is essential to leverage their insights on the topic of discussion. This allows trainers to provide a concise introduction to the topics and explain exercises, reducing the necessity for extended explanations of concepts. The focus is on fostering participant engagement, encouraging their input, and consistently connecting key messages to their workplace and life experiences. As such, the trainer should act as a facilitator, guiding participants to lead discussions and activities, promoting active involvement in the group, and fostering a positive environment for interaction and dialogue among participants. As a trainer and facilitator, it is very important to:

- ▶ give a brief introduction at the start of each workshop and training session, outlining the objectives and desired outcomes;
- ▶ give enough background information while remaining clear and brief; and
- ▶ Provide a summary of main findings, conclusions and suggestions for future work at the end of each session or before the start of the next one.

2.4 Designing and Training Programme

For the training to be successful, dedicating time to the design stage is crucial.

Basic Considerations

Designing a training begins with basic considerations like:

1. What is the training objective?
2. Who constitutes the target group: a mixed group or gender-specific (men or women)?
3. Understanding the diversity of the target group: Are there any socio-economic, cultural, religious, origin, gender, disability or other differences among participants? Consider how to make the training accessible to everyone, including any accommodations for participants with disabilities, and having trainers with the same background as participants.
4. What is the education level of the group? This influences the depth of information provided and the way the information is communicated (orally versus written).
5. Communication: Identify the participants' spoken language and assess the need for an additional (local) facilitator or interpreter.
6. Where should the training take place: at the workplace or another location?
7. When should the training take place? Consider the workload of participants and find suitable times for attendance. Ensure the timings are accessible to workers with family responsibilities, who tend to have care responsibilities outside of working hours. This will support the attendance of women, who typically undertake the majority of unpaid care work at home.

2.5 Time management

Trainings should be sub-divided into sessions, with each session limited to 90 minutes, or 120 minutes maximum. This practice ensures that participants are not overwhelmed with a substantial amount of information in a single session. To enhance retention, the information provided should be to the point and brief. Trainers are encouraged to integrate group discussions into the training sessions.



2.6 Executing the Training Programme

A. At the beginning

Before you start the training, it is recommended to:

- ▶ Extend a warm welcome to all participants.
- ▶ Give a brief introduction to the topic, outlining the learning objectives of the training and the methods used.
- ▶ Introduce yourself and the training team.
- ▶ Allow participants to introduce themselves.

B. During the Training

During the training session, it is recommended to keep the following in mind:

- ▶ Is everybody participating? Encourage those who are quieter and avoid allowing a few individuals to dominate the conversation. Consider how to remove barriers to participation, including any accommodations for persons with disabilities.
- ▶ Are the discussions deviating too far from the topic? Intervene if necessary to refocus the group.
- ▶ Did the participants understand the session? Request for a participant to provide a summary of the key points discussed. Add any missing items to enhance this summary.

C. At the End

Upon concluding each session, it is recommended to:

- ▶ Ask if there are any questions from participants.
- ▶ Give a summary of the main issues discussed during the session.
- ▶ Seek feedback from the participants: regarding their preferences and areas for improvement in the session.
- ▶ Thank everybody for their active participation and valuable contributions.

2.7 The Training Venue

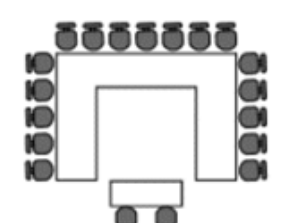
Given that the training emphasizes learning from experience and information exchange, it is essential to arrange the training space accordingly, prioritizing interaction over traditional lecturing. Participants should be positioned in a manner that allows them to see each other's faces without hindering their view of the activities.

As such, it is recommended to employ a U-shape or several circle formations, as depicted in figure 2.1.

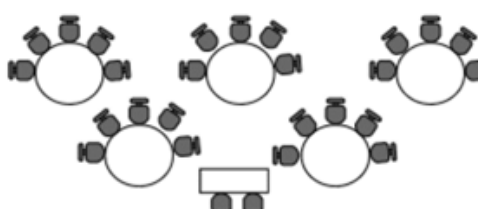
Consider the following checklist in setting up the venue:

- ▶ Create an informal and flexible seating arrangement.
- ▶ Ensure that everyone has clear visibility of each other.
- ▶ Ensure that everyone can hear what is being said.
- ▶ If visual aids are used, confirm their visibility to all participants and ensure easy access for the trainer. Avoid obstructing the view or hindering communication between the trainer and the audience.
- ▶ Ensure the trainer can move around and reach all participants
- ▶ Make any necessary accommodations, especially for any participants with disabilities.

▶ Figure 2.1. Recommendations for training seating arrangements



U-Shape: Best for training and presentations with discussions



Cabaret: Ideal for presentations and workshops and lunches/dinners with guest speakers.

► Chapter 3: Care Work: Definitions, Context and Gender Equality



Learning objectives:

At the end of this introduction session trainees will be able to:

- Have a basic awareness of care work, unpaid care work, paid care work and paid work;
- Understand the connection between care work with gender equality; and the 5R Framework for Decent
- Understand care Work and its application for the realization of decent work



Time frame 2 hours:

The time is divided as follows:

- Background information and instructions : 30 minutes.
- Group exercise 1: 45 minutes.
- Group presentations and discussion: 45 minutes.



Target group / Participants:

- Both men and women.
- Adults of all ages.
- All educational levels.
- Garment and textile sector workers, including those on temporary contracts.
- Representatives of employers and workers.
- Inclusive of persons with disabilities.



Material Needed:

- Flipchart and markers.
- Copies of different care work activities (annex 1).



Tailor with a hearing impairment — Entrepreneur, Tailoring, Addis Ababa, Ethiopia. A woman tailor with a hearing impairment working diligently in her shop. (Fiorente A., 2002-04)

Box 3.1. Group Exercise 1



Step 1:

- ▶ Divide the participant into three or four groups with five members each, depending on the number of participants.
- ▶ Present to participants the definition of and types of care work.
- ▶ Allow participants to categorize the pictures of annex 1 into direct and indirect care work.

Step 2:

Discuss on the following points:

- ▶ Ask the groups about their classification of each picture, whether they put direct care and indirect care work.
- ▶ Ask the participants who usually performs these care activities most (e.g. teachers, healthcare workers, mothers, fathers, men, women, girls or boys)
- ▶ Discuss with the group which activities are mostly performed on the basis of payment and which ones are typically done without any payment.
- ▶ In your community, what are the characteristics of the people who usually perform paid care work versus the people who usually perform unpaid care work (women or men? nationals or migrants? from certain ethnic groups? from certain religious groups? etc.)

Step 3:

- ▶ Elaborate on the significance of care work, and the consideration of care work as a type of work in the international sphere.
- ▶ Explain the various types of care activities and the different types of care work.
- ▶ Present the ILO's 5R Framework for Decent Care Work to promote a high road to care work by recognizing, reducing and redistributing unpaid care work; rewarding care workers fairly, while generating sufficient care jobs to meet the demand; and giving care workers' rights, voice and representation in social dialogue and collective bargaining

Step 4:

- ▶ Summarize the main points of the exercise.



Workers sewing in Kisumu — Group of young workers, Garment Industry, Kisumu, Kenya. Engaged in sewing operations on the streets. (Marcel Crozet, 2011-03-28)

3.1 Understanding the Care Economy

- ▶ Care is the heart of humanity. All human beings are dependent on care throughout their lives, as both recipient and providers. Care is decisive for the existence and reproduction of societies, the existence of sustainable workforce, and the overall well-being of every individual.
- ▶ “Care work is broadly defined as consisting of activities and relations involved in meeting the physical, psychological, and emotional needs of adults and children, old and young, frail and able-bodied.” (ILO, 2018)
- ▶ “Work comprises any activity performed by persons of any sex and age to produce goods or to provide services for use by others or for own use.” (Resolution I of ICLS). This definition identifies the following “five mutually exclusive forms of work” (ILO 2013):
 - ▶ own-use production work, comprising production of goods and services for own final use;
 - ▶ employment work, comprising work performed for others in exchange for pay or profit;
 - ▶ unpaid trainee work, comprising work performed for others without pay to acquire workplace experience or skills;
 - ▶ volunteer work, comprising non-compulsory work performed for others without pay;
 - ▶ there work activities (not defined in this Resolution)

Types of care activities

The different kinds of care activities can be systematically categorized into:

1. Direct, face to face, personal care activities: such types of care activities sometimes referred to as ‘nurturing’ or ‘relational’ care.
 - ▶ For example - feeding a baby, nursing a sick partner, helping an older person to take a bath, carrying out health check-ups or teaching young children.
2. Indirect care activities: this type of care activities is also known as ‘non-relational’ or ‘household work’.
 - ▶ For example - cleaning, cooking, doing the laundry and other household maintenance tasks

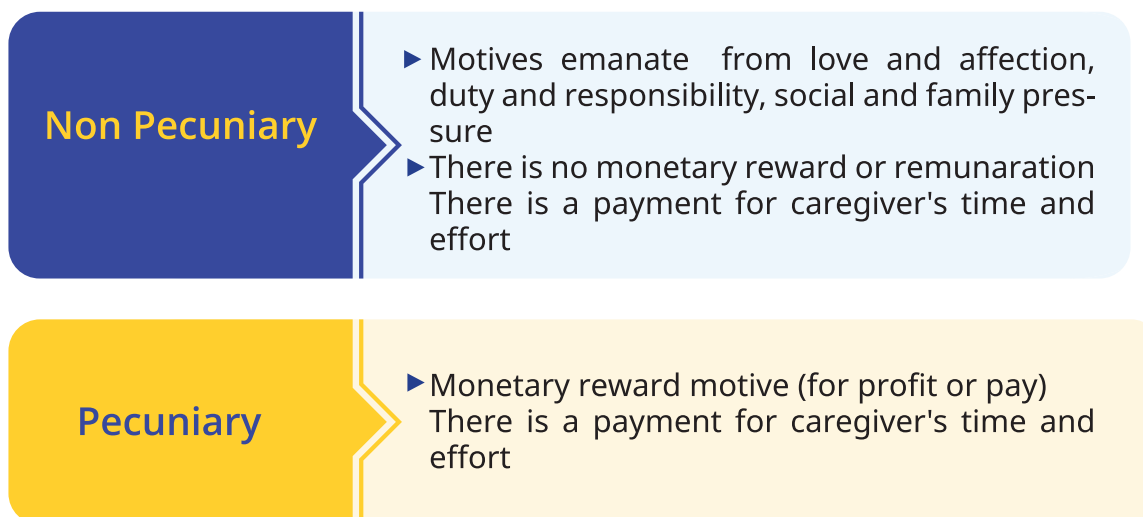
These two types of care activities cannot be separated from each other, and they frequently overlap in practice, both in households, communities and in facilities/institutions.

Care relationships, unpaid and paid care work

Care work often takes place within a care relationship, between a caregiver and care receiver – between mother and child, nurse and patient, domestic worker and client, son and ailing father. There are different motives to provide care activities by caregivers to care recipients. These can include love and affection, duty and responsibility, and social and family pressure, as well as monetary reward when care is provided for profit or pay. As such, motives for care work can be non-pecuniary or pecuniary (figure 3.1.).

A care relationship also has a resource dimension or financial component – someone is incurring costs to provide care. This becomes apparent when monetary compensation is provided for caregivers’ time and effort, such as salaries for care workers or paid leave for carers. Costs can also extend beyond monetary aspects, in terms of the opportunities to engage in employment and the types of jobs that unpaid carers are able to access.

► **Figure 3.1. Motives for care work**



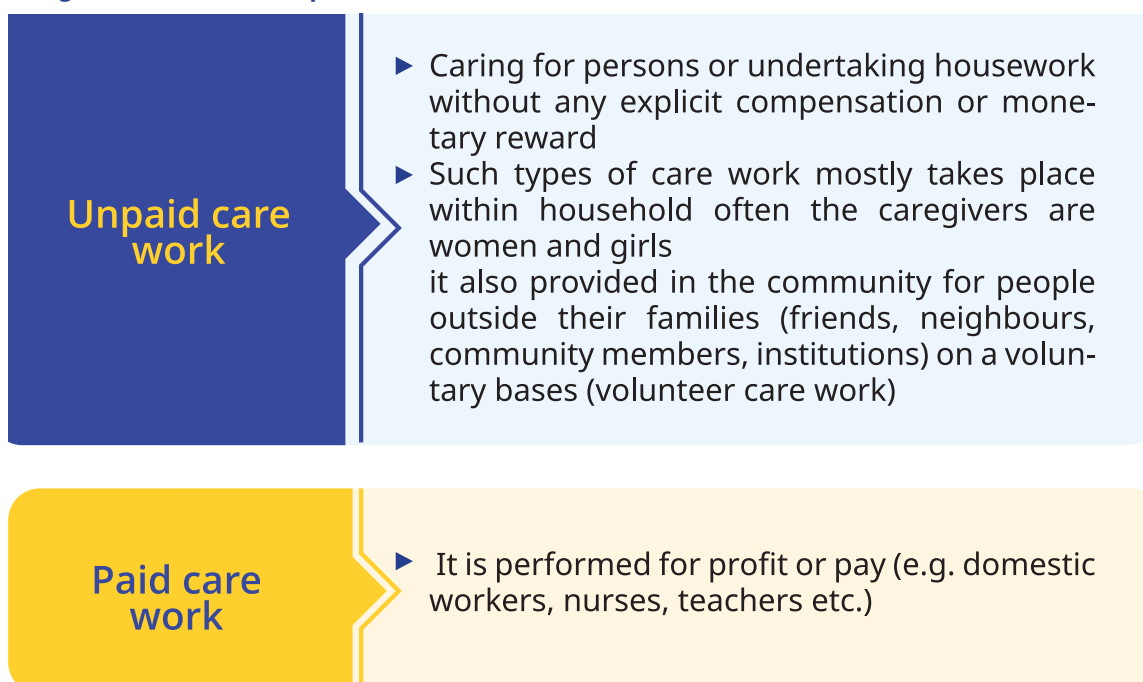
Source: ILO 2018.

Based on the categorization of non-pecuniary and pecuniary, care work can be grouped as paid or unpaid care work (figure 3.2.). Unpaid care work is caring for persons or undertaking housework without any explicit monetary compensation. Paid care work is care work performed for profit or pay within a range of settings, such as private households, and public or private hospitals, clinics, nursing homes, schools and other care establishments.



Enjera baker and her child — Baker, Home Business, Addis Ababa, Ethiopia. A baker preparing enjera while taking care of her child with mental disabilities. (Fiorente A., 2002-04)

► **Figure 3.2. Paid and unpaid care work**



Source: ILO 2018.

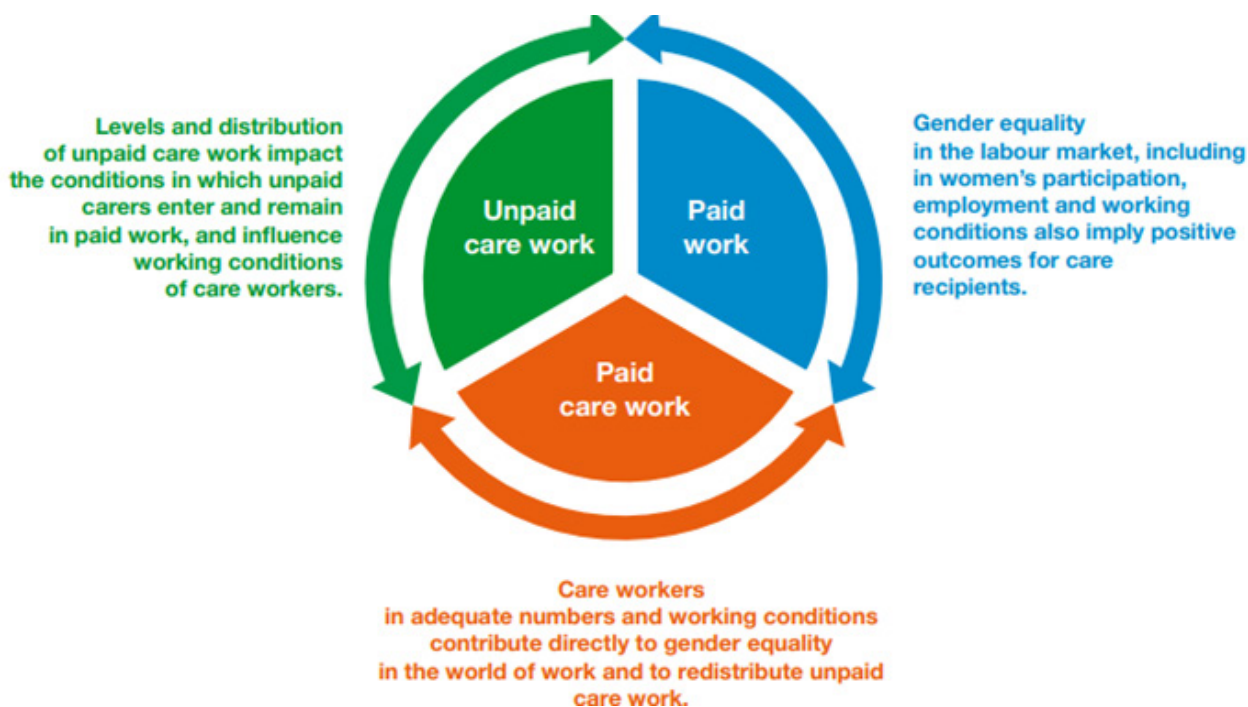
Usually, care work is provided in one of the following organizations or settings:

- ▶ public and private health services,
- ▶ state-regulated or public-sector social work,
- ▶ public or private care-provider agencies,
- ▶ enterprises of employment,
- ▶ voluntary and community organisations,
- ▶ faith-based organisations or networks, and
- ▶ households by relatives, friends or domestic workers.

The Unpaid care work - Paid work - Paid care work Circle

Paid and unpaid care work influence each other and also have an effect on paid work outside the care economy. This nexus is called the “unpaid care work–paid work–paid care work” circle, and depending on how these components relate to each other, they may worsen or diminish inequalities, particularly gender inequalities (figure 3.3.). The “unpaid care work–paid work–paid care work” circle has important implications for the well-being of care recipients, unpaid carers and care workers and is therefore crucial for the future of decent work.

▶ Figure 3.3. The “unpaid care work – paid work – paid care work” circle



Source: ILO 2018.

Why should we care about unpaid care work?

Unpaid care work is:

- ▶ essential to sustain people on day-to-day basis,
- ▶ heavy, time-consuming and obligatory;
- ▶ most often borne by women and undervalued, considered as women's work or not work at all.

Unpaid or underpaid care work also has an impact women and girls. Unpaid and underpaid care work:

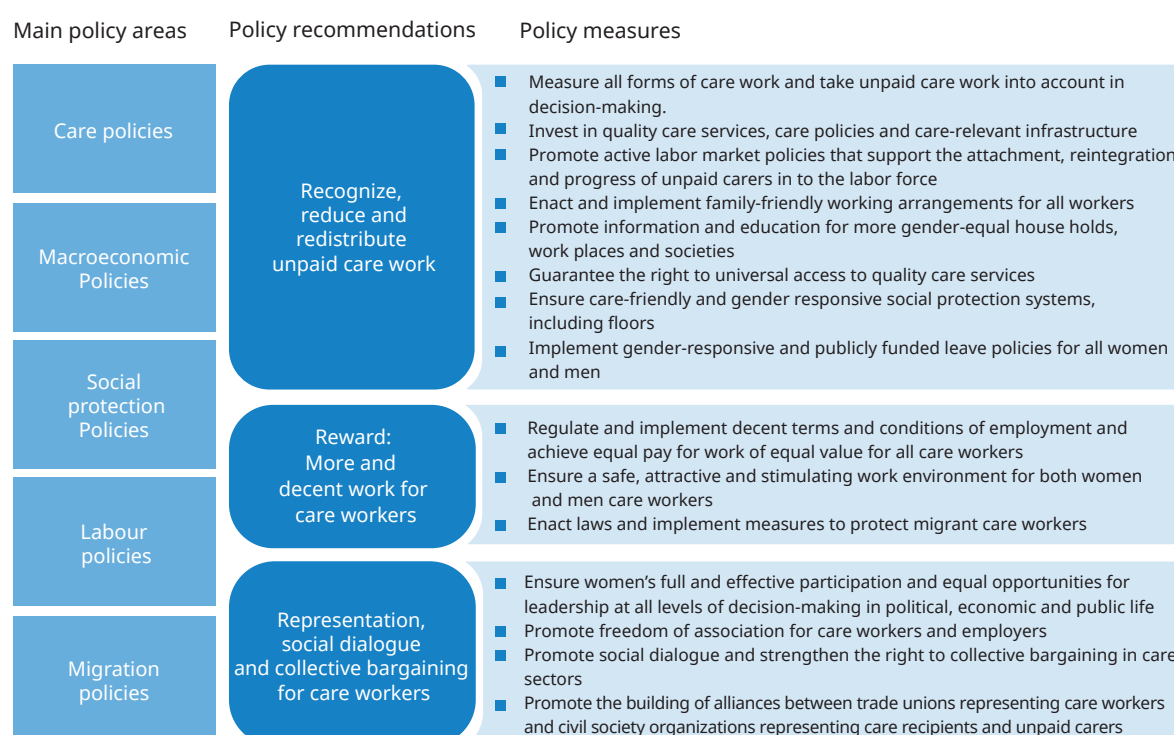
- ▶ create barriers for women's participation in paid work and advancement into management positions;
- ▶ contribute to the gender wage gap, keep women in poverty by limiting women's ability to engage in income generating work, create barriers to women's financial independence and over time, contribute to the gender pension gap;
- ▶ limit women's and girls' educational opportunities and advancement, such as vocational training programmes;

- ▶ limit women's and girls' participation in public life, including organization in trade unions and other representation in community, local and national governance;
- ▶ limit time for self-care, rest and leisure; and
- ▶ adversely affect health (such as chronic back pain from carrying heavy loads of fuel or trouble breathing from cooking over a polluting stove), including mental health (such as high levels of fatigue and stress).

3.2 The 5R Policy Framework for Decent Care Work

The 5R Framework adopts a human rights-based and gender-responsive approach to public policy. It establishes a positive cycle that reduces disparities related to the care economy, addresses the barriers preventing women from entering paid work and improves the working conditions of all care workers and, by extension, the quality of care (ILO 2018).

▶ **Figure 3.4. The 5R Framework for Decent Care Work**



To achieve the high road to care work, the 5R Framework for Decent care Work pursues five key policy objectives:

- ▶ recognizing of the value of unpaid care work;
- ▶ reducing of the drudgery of certain forms of care work;
- ▶ redistributing care responsibilities between women and men and between households and the State;
- ▶ rewarding care workers adequately; and
- ▶ guaranteeing the representation of care workers.

Achieving these policy objectives calls for the adoption of transformative policies in the following five policy areas: care, macroeconomics, social protection, labour and migration. These policies should aim to meet the wide-ranging current and future care needs and promote gender equality at work and within the family.





Vocational center in Zambia — Educational Facility, Vocational Training, Zambia. Supporting local education and skills development under ILO support. (Marcel Crozet, 2015-11-11)

Care is a “social good” that benefits societies, economies and individuals alike. As such, the State should have the primary responsibility for defining the 5R Framework in the national context, defining the benefits and the quality-of-care services, acting as a direct provider or supporting other actors (such as those in the social and solidarity economy), providing benefits through social protection, and regulating the market. Tripartite social dialogue, alongside the representation of the care recipients, unpaid carers and care workers, is essential for building a high road to care work that is inclusive and delivers on gender equality.

International labour standards ground the decent work approach to the care economy. While all international labour standards, including the fundamental principles and rights at work, are relevant to the care economy, the care-related international labour standards are of particular relevance for care work and care workers. These are:

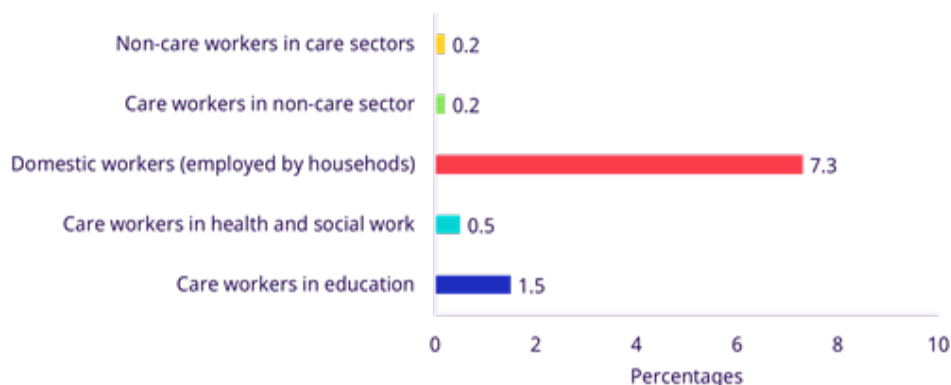
- ▶ Maternity Protection Convention (No. 183) and Recommendation (No. 191), 2000;
- ▶ Social Security (Minimum Standards) Convention, 1952 (No. 102) and the Social Protection Floors Recommendation, 2012 (No. 202);
- ▶ Workers with Family Responsibilities Convention (No. 156) and Recommendation (No. 165), 1981

A conducive and transformative policy environment to support decent care work with gender equality is also central to the realization of the 2030 Agenda for Sustainable Development (SDG), specifically SDG 5 – to achieve gender equality and empower all women and girls. Target 5.4 calls to “recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate”. This target is inspired by the Triple R Framework – recognizing, reducing and redistributing unpaid care work of the transformative approach to care policies (The Beijing Platform for Action; the Commission on the Status of Women, 2016; and the UN High-Level Panel on Women’s Economic Empowerment (UNHLP) on unpaid care work, 2017).

3.3 The Care Economy in Ethiopia

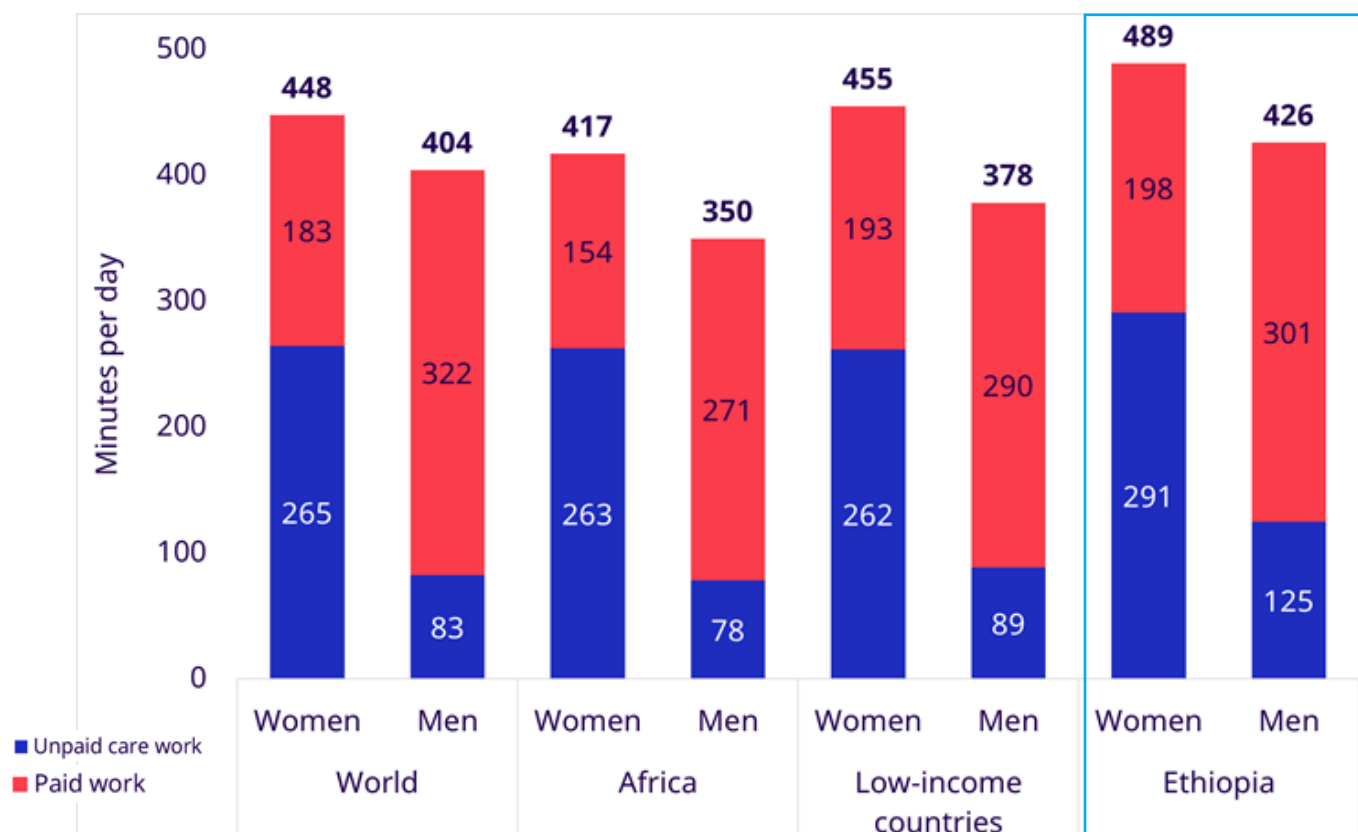
In Ethiopia, the care workforce represents more than nine per cent of the total employed population. As seen in figure 3.5., the majority of the Ethiopian care workforce is domestic workers (7.3 per cent of the total employed population), followed by care workers in education (1.5 per cent of the total employed population) and care workers in health and social work (0.5 per cent of the total employed population). These care workers, along with care workers in non-care sectors and non-care workers in care sectors, comprise the paid workforce in the care economy.

► **Figure 3.5. Care workers as a share of total employed in**



In terms of unpaid care work, women perform, on average, 76.2 per cent of the total amount of unpaid care work across the globe. In Ethiopia, women perform 70% of the total unpaid care work, devoting 292 minutes per day compared to the 125 minutes spent by men (figure 3.6.). This unpaid care work is mostly related to domestic services within the household.

► **Figure 3.6. Daily time spent on unpaid care work and paid work, 2018 (minutes)**

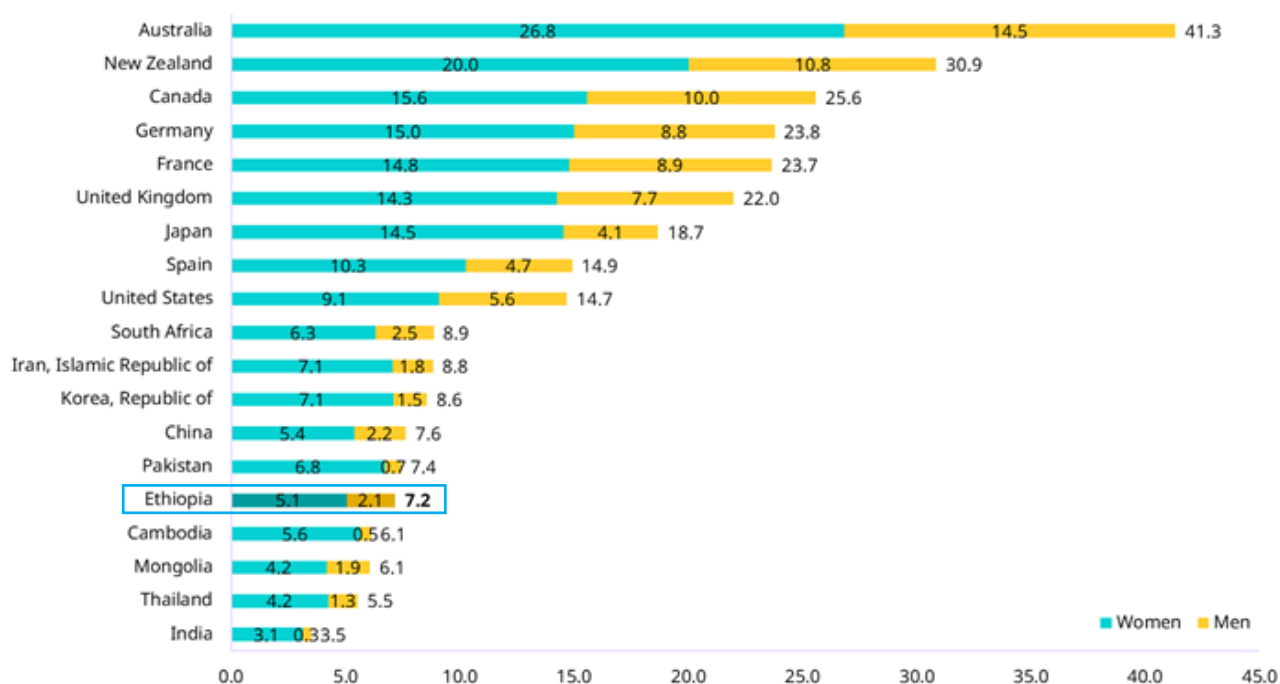




Young weaver in Addis Ababa — Boy, Weaving Industry, Addis Ababa, Ethiopia. Lives and works in a weaving workshop, earning minimal wage. (Crozet M., 2003-10)

Unpaid care work is important; however, it remains invisible and undervalued. ILO estimates from 53 countries in 2018 find that if unpaid care work was accounted for in calculating gross domestic product (GDP), unpaid care work would amount to 9.0 per cent of global GDP. Of this figure, women's unpaid care work would contribute 6.6 per cent to global GDP, or US\$ 8 trillion, while men's unpaid care work would contribute 2.4%, or US\$ 3 trillion. In Ethiopia the value of unpaid care work is around 7.2% of the national GDP, with women's unpaid care work accounting for 5.1% (figure 3.7.).

► Figure 3.7. value of unpaid care work as a percentage of GDP(%)



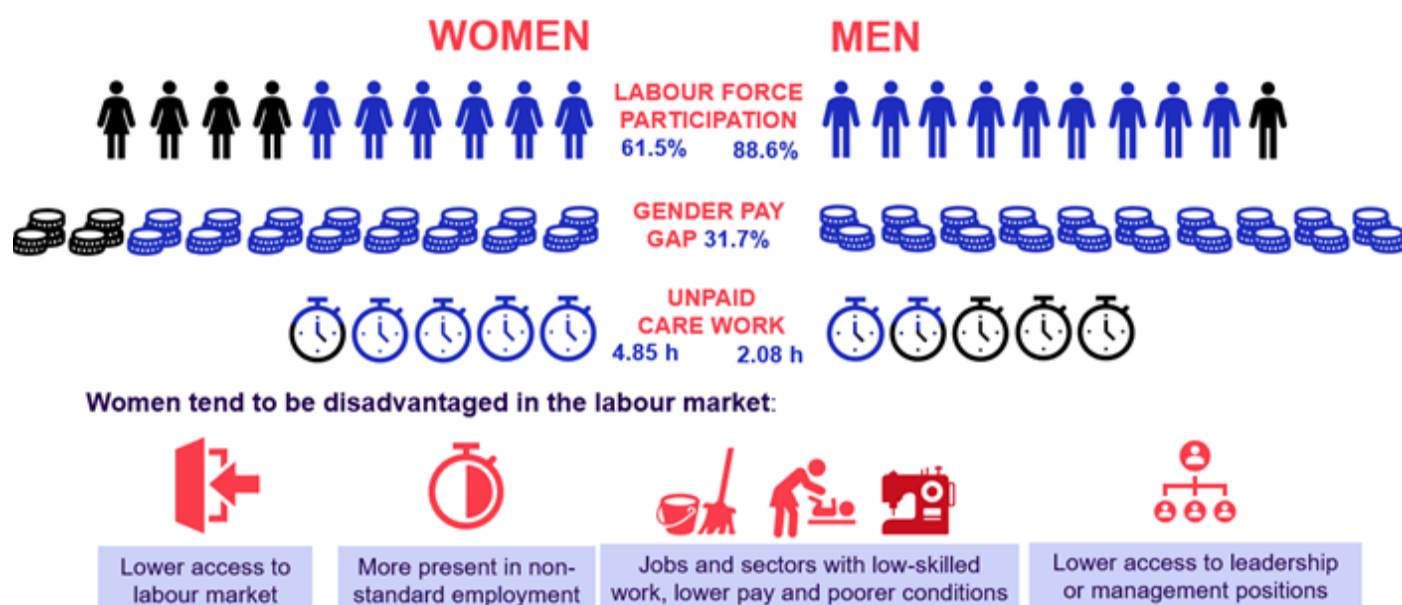
Source: ILO 2018.

3.4 Gender Equality at Work in Ethiopia

Women face significant hurdles when it comes to entering the labour market, largely stemming from their increased involvement in unpaid care work, perpetuated by prevailing gender norms and stereotypes. This disparity often compels women to opt for non-traditional forms of employment, such as part-time or informal work, as a means to balance professional commitments with family responsibilities. As a result, women experience constrained access to social security coverage, jeopardizing their income, healthcare accessibility, and overall well-being, extending into older age. Additionally, women tend to be concentrated in sectors and occupations traditionally deemed “for women,” characterized by lower-skilled roles, low wages, and indecent working conditions. Discrimination further exacerbates these challenges, impeding women’s progress in their careers and hindering their access to managerial and leadership roles. Global research by the ILO reveals that a mere 27.1 percent of managerial and leadership positions are occupied by women, a statistic that has seen minimal improvement over the past three decades.

In Ethiopia, gender inequalities in the world of work are evident through a few indicators (figure 3.8.). For example, women’s labour force participation rate is 61.5 per cent, compared to men’s being 88.6 per cent. The gender pay gap is 31.7 per cent, meaning that for every dollar men make on average, women make 68 cents on average. Furthermore, women contribute 4.85 hours per day to unpaid care work, while men spend 2.08 hours per day.

► Figure 3.8. Snapshot of gender equality in the world of work in Ethiopia



Source: ILO 2018 and ILOSTAT n.d

► Chapter 4: Maternity Protection and Sexual and Reproductive Health and Rights (SRHR).



Learning objectives:

- Develop a foundational understanding of maternity protection and Sexual and Reproductive Health and Rights (SRHR).
- Familiarize trainees with international conventions and the legal framework in Ethiopia concerning maternity protection.



Time frame 1 hour 30 minutes:

The time is divided as follows:

- Background information and instructions: 20 minutes
- Group exercise 2: 30 minutes
- Group presentations and discussion: 40 minutes



Target group / Participants:

- Both men and women (for this session, consider having women only and men only groups).
- Adults of all ages.
- All educational levels.
- Garment and textile sector workers, including those on temporary contracts.
- Representatives of both employers and workers.
- Inclusive of persons with disabilities.



Material Needed:

- Cards featuring different situations or provisions, distinguished with a yellow back (make sure that photocopied cards also feature a yellow corner; you can manually color the back and corner).
- Images depicting safe and hazardous situations for pregnant women (see annex 2).



Ms. Nasilele Mbambiko's shop — Nasilele Mbambiko, Shop Owner, Kambwise, Zambia. Operating a small shop offering local goods. (Marcel Crozet, 2015-11-11)

Box 4.1. Group Exercise 2



Step 1:

- ▶ Ask participants to identify workplace situations that pose risks for pregnant and nursing women.
- ▶ If participants mention a situation depicted in one of the cards, display the card where everyone can see it and briefly discuss it.
- ▶ When no more situations are mentioned by participants, show the remaining cards from annex 2 one by one, asking participants to share their thoughts on the situation. Display these cards with the others

Step 2:

- ▶ Ask participants to reflect on and share what may be dangerous situations for pregnant and nursing women at their workplace.
- ▶ If participants mention a situation depicted in one of the cards, display the card where everyone can see it and briefly discuss it.
- ▶ When no more situations are mentioned by participants, show the remaining cards one by one and ask participants to describe what they see and discuss whether it is an important issue. If participants determine the card to be important, place it with the other cards on display. If

Step 3:

- ▶ Provide an overview of the maternity leave regulations outlined in Labour Proclamation No. 1156/2019.
- ▶ Pose the following questions to participants:
 1. Is maternity leave offered at your workplace?
 2. If so, what is the duration of the maternity leave?
 3. What percentage of your salary would you receive during maternity leave?

Step 4:

- ▶ Present the final card set: termination of job because of pregnancy.
- ▶ Ask participants how often this happens at their workplace and if they think it is fair.
- ▶ Ask participants to identify the situations on the cards that are handled appropriately for pregnant and nursing women in their workplace. Place these cards on the right side, and the ones that are not handled appropriately on the left.

Step 5:

Fold the corner (which should be yellow) to the front of the cards with the following situations:

- ▶ Carrying heavy loads.
- ▶ Termination of job.
- ▶ Unfair or disrespectful treatment due to pregnancy, nursing or family responsibilities.
- ▶ Reduced working hours for breastfeeding breaks.
- ▶ Provision for other facilities like a day-care center (explain that this is only for enterprises employing more than 100 women).
- ▶ (Medical) benefits (this includes maternity leave).

Step 6:

Explain that cards with a yellow corner depict situations that are covered by existing laws and that the cards without a yellow corner show situations that are not (yet) covered by law.

Discuss with the participants the situation at their workplace, using the following questions:

What does the law cover, and is this applied in their workplace?

- ▶ If the law is not implemented in their workplace, are there any actions they can engage in to make sure the law is applied to their workplace?
- ▶ What is not covered in the law, and which of these scenarios would they want to be covered by the law?
- ▶ Are there other ways to get what they want?

Step 7:

- ▶ Provide a summary of the laws concerning maternity protection.
- ▶ Summarize the session and the lessons learned.

4.1 Maternity Protection and Sexual and Reproductive Health Rights

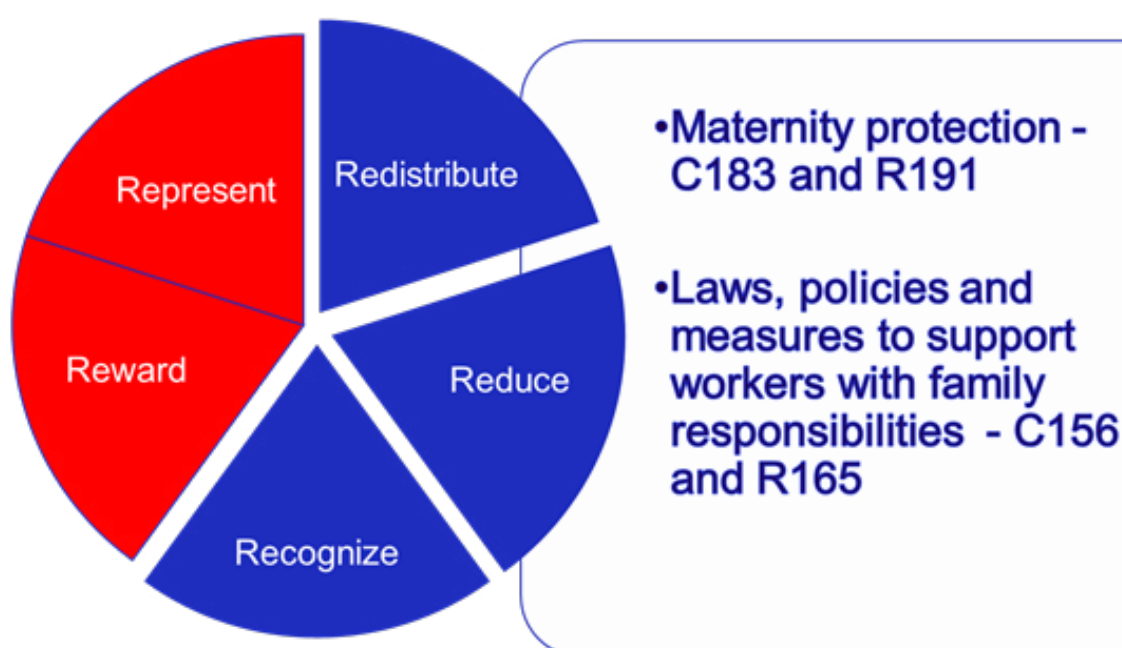
Maternity protection is a public good and collective responsibility. Maternity protection encompasses the right to care and be cared for and contributes to the achievement of gender equality in the world of work. This protection is a fundamental element of ensuring the health and economic well-being of women workers and their children during the pre- and post-natal period, as well as during periods of breastfeeding.

Several international legal instruments address the rights of women, including:

- ▶ The Universal Declaration of Human Rights (1948); and
- ▶ The Convention for the Elimination of All Forms of Discrimination Against Women (1979).

As the foundation for labour rights, the ILO's constituents adopt international labour standards on maternity protection and social security. The ILO first recognized the importance of maternity protection in 1919, as Convention No. 3 in its third convention. In 1952, a second ILO maternity protection convention was adopted in 1952, as Convention No. 103. In 2000, a third instrument, and only up-to-date standard, was adopted as Maternity Protection Convention (No. 183) and Recommendation (No. 191).

▶ **Figure 4.1. International labour standards contributing to the ILO's 5R Framework for Decent Care Work**



ILO Convention No. 183 defines maternity to encompass three main periods:

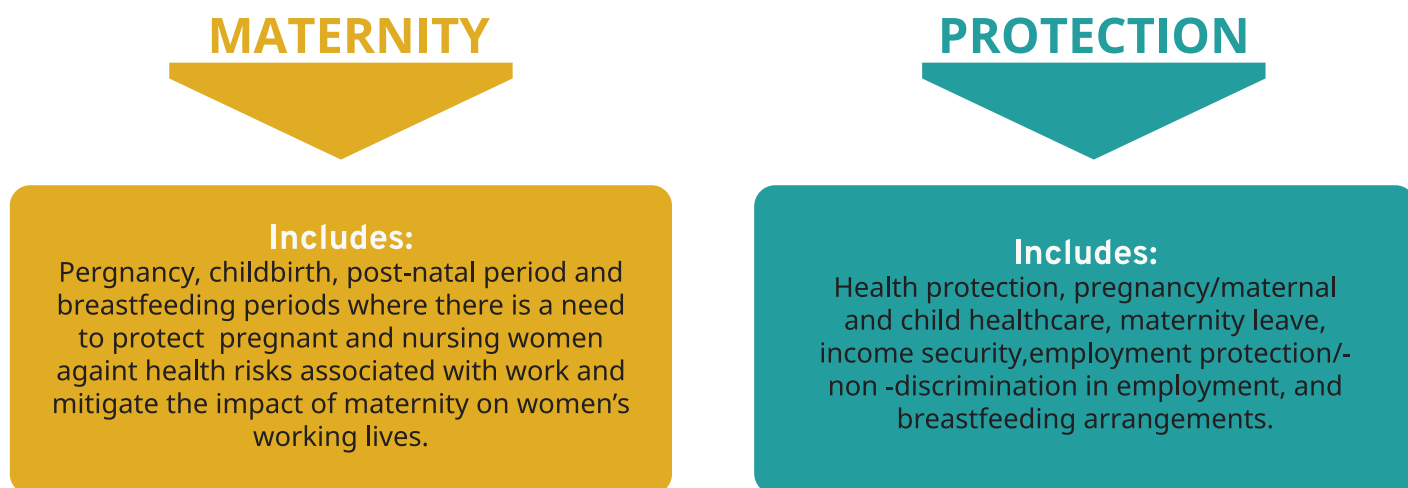
- a) Pregnancy;
- b) Childbirth; and
- c) Post-natal period, including nursing.

During these periods, there is a need to protect pregnant and nursing women against health risks associated with work and to mitigate the impact of maternity on women's working lives.

Maternity protection is a set of public measures to ensure the realization of the right to work of women of reproductive age without threat of discrimination.

Maternity protection includes: health protection, pregnancy/maternal and child healthcare, maternity leave, income security, employment protection/non-discrimination in employment, and breastfeeding arrangements.

► **Figure 4.2. Objectives and purpose of the maternity protection standards**



Source: ILO 2018.

Maternity protection = Set of public measures for the right to work of women of reproductive age without threat of discrimination



Comprehensive maternity protection = positive impact on societies, families and individuals, and social and economic development



C183 and R191 expressly recognize the importance/role of maternity protection for gender equality.

Discrimination based on maternity = most evident form of discrimination based on sex as it can only affect women



Maternity protection = joint responsibility of governments, social partners and society

Comprehensive maternity protection has a positive impact on societies, families and individuals, and social and economic development. For example, maternal health protection, safe working environments and access to breastfeeding arrangements promote the overall health, nutrition and well-being of mother and child and contribute directly to the reduction of child and maternal mortality and morbidity.

The right to maternity leave and income replacement plays an essential role in preventing and reducing poverty and vulnerability. Employment protection measures and the prohibition of discrimination on grounds related to maternity are also fundamental to the achievement of gender equality and decent work.

Maternity Protection Convention, 2000 (No. 183)

ILO Convention No. 183, in its preamble, expressly recognizes the importance of maternity protection for gender equality. It should be noted that ILO Convention No. 183 and Recommendation No. 191 are the first instruments in the field of maternity protection which have established the provisions specifically addressing maternity discrimination.

Discrimination based on maternity is the most evident form of discrimination based on sex as it can only affect women. A number of countries have explicitly introduced maternity and pregnancy as prohibited grounds of discrimination in their national legislation. Other maternity-related grounds of discrimination, such as nursing or breastfeeding are also explicitly established in certain national legislations. In many countries, maternity protection is covered by national legislation and/or integrated in policies on gender equality and non-discrimination.

The preamble to Convention No. 183 acknowledges “the shared responsibility of government and society” for the working conditions of women workers and the need to provide protection for pregnancy. Convention No. 183 establishes, in the first place, the government’s primary and overall responsibility for the adoption and implementation of the policy and legislative framework. In addition, it makes specific provision for the involvement of employers and workers in the determination and implementation of some of the required measures. Their participation is sought, in particular, in defining the scope of personal coverage of maternity protection provisions, conducting risk assessments and adapting work modalities to ensure the health and safety of the mother and her child, paying contributions and taxes to finance benefits, determining the period of maternity leave and the amount or level of cash benefits and implementing breastfeeding arrangements.

There are seven key elements to maternity protection, namely: scope, leave, benefits, health protection, job protection and non-discrimination, breastfeeding breaks and breastfeeding facilities.

A) Scope: the national legislation usually covers formal sectors; however, ILO convention 183 (Art. 1 and 2) used the broader approach that covers all employed women including those in atypical forms of dependent work

B) Leave: is a period of absence from the job. It is the most common benefit provided for maternity protection. It may be fully paid leave, unpaid leave or partially paid leave. ILO standards mandate a minimum maternity leave period of 14 weeks and recommend increasing it to at least 18 weeks to ensure an adequate rest and recovery time for the mother (Convention 183 and Recommendation 191).

C) Benefits: medical care during pregnancy, confinement, and recovery, plus income replacement during leave - medical benefits are intended to protect the health of both mother and baby by ensuring that women receive necessary maternity services; these may be free or available at low cost. Cash benefits replace some or all of the earnings a mother loses by being on leave. (Convention 183 Art. 6(8) and Recommendation 191)

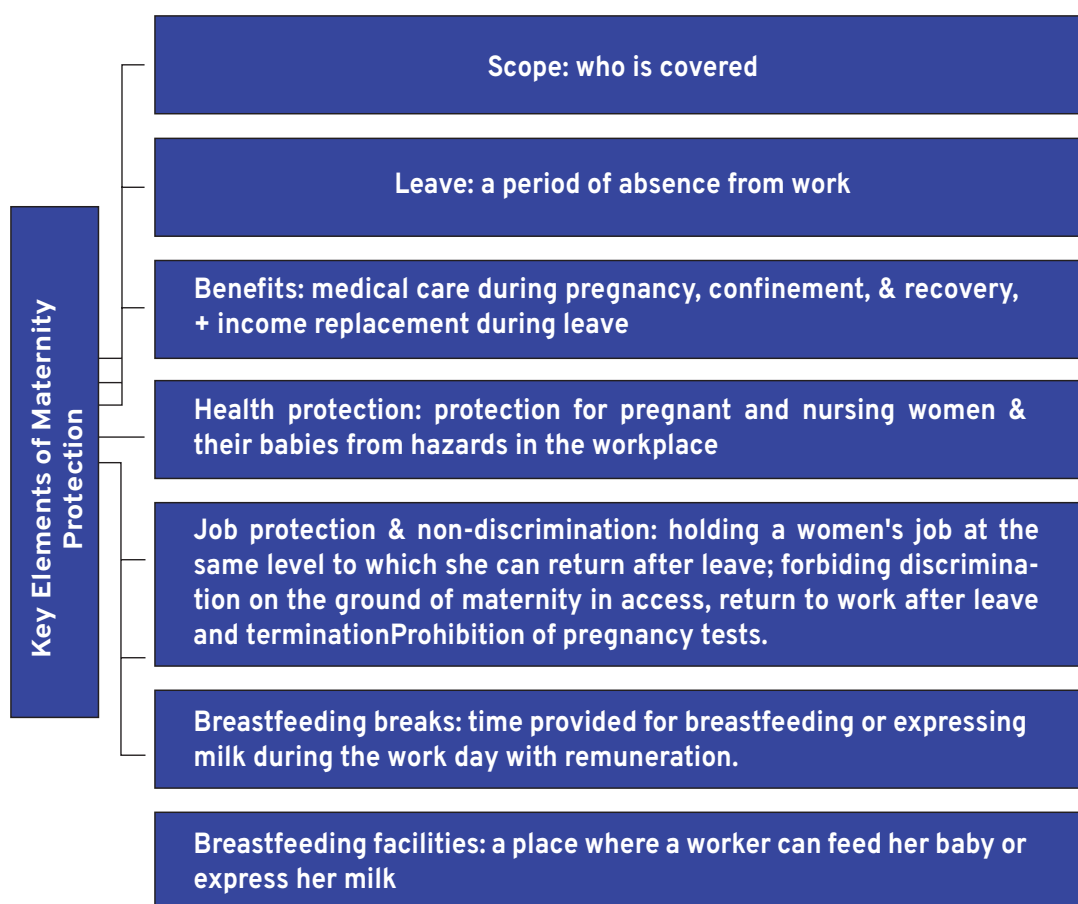
D) Health protection: protection for women and their babies from hazards in the workplace - The workplace can expose a woman to conditions that are hazardous for her pregnancy or her baby. Hazards include possible exposure to toxic substances, infectious agents, radiation, vibrations, stress, and risks of injury. Maternity protection laws safeguard maternal and child health in ways that go beyond minimizing harmful exposures at the workplace. (Convention 183 Art. 3 and Regulation 191 Item 6)

E) Job protection and non discrimination: holding a woman’s job or a job at the same level to which she can return after leave and forbidding discrimination on the grounds of maternity. Job protection ensures that women who take maternity leave or medical leave for reasons related to the pregnancy will regain their posts when they return to work, entitled to the same salary and level of responsibility. (Convention 183 Art. 8 and Resolution 191 Item 5)

F) Breastfeeding breaks: time provided for breastfeeding or nursing during the work day – (Convention 185 Art 10 and Regulation 191 Items 7 and 8)

G) Breastfeeding facilities: a place where a worker can engage in breastfeeding or nursing (R191, Item 9)

► Figure 4.3. Key elements of Maternity Protection



Source: ILO 2018.



Man with a mobility impairment Tigray, Ethiopia. Enjoying time with his children outdoors. (Fiorente A., 2003)



Unspecified workers, Garment Industry, Jordan. Worker in the Jordanian garment industry factory floor. (Guillaume MegevandI, 2021/03)

Scope of protection

Convention No. 183 has adopted an inclusive and broad approach to the definitions of “woman” and “child”. A woman is defined as “any female person without discrimination whatsoever”, and a child as “any child without discrimination whatsoever”. Therefore, there is no exclusion or distinction based on any ground, such as race, colour, religion, sexual orientation, political opinion, national extraction, social origin, disability or HIV status.

Convention No. 183 and Recommendation No. 191 cover all employed women, including those in atypical forms of work. In particular, it covers all women workers with a contract of employment, whether explicit or implied, irrespective of their sector of employment or occupation (including for example, domestic workers, contract workers, casual and temporary workers and migrant workers). It also covers women working in situations of employment categorized as self-employment, even if they meet all the criteria, *de facto*, to be considered dependent employees.

Article 2(2) of Convention No. 183 allows the exclusion of limited categories of workers, wholly or partly, from the scope of the Convention. However, this flexibility is limited and can only be exercised under two conditions: first, the exclusion of certain categories of workers is permitted if their coverage would raise special problems of a substantial nature; second, prior consultation is required with the representative organizations of workers and employers concerned.

In case the Member States have applied this flexible provision, in their first report on the application of the Convention under article 22 of the Constitution, they shall indicate the categories of workers excluded and to specify the reasons for their exclusion. Subsequently, the Member States must report on the measures taken with a view to progressively extend the provisions of the Convention to the excluded categories of employed women.

According to the findings of the report of the Committee of Experts on the Application of Convention No. 183, certain categories of women workers are frequently excluded from the maternity protection, including domestic workers; casual and temporary workers; homeworkers; agricultural workers; some categories of part-time workers; and workers on digital platforms. In certain countries, these categories represent the majority of working women, as women may be over-represented in such types of occupations or work arrangements.

Women workers may be excluded from the scope of the national legislation by law or in practice. Although the scope of maternity protection may be defined in broad terms in the legislation, many women workers still do not have effective access to benefits or entitlements. For example, it can be due to certain eligibility conditions or requirements (for example, minimum periods of contribution, employment or minimum numbers of hours worked, migration status or the number of children).



Unspecified garment employee, Cutting Department, Clothing Factory, Lesotho. The employee is seen working in the cutting department of the factory. (Marcel Crozet, date unknown)

4.2 Balancing the work and family responsibilities of mothers and fathers

Statutory paternity leave is a leave entitlement exclusively available to fathers, allowing them to take a brief period off following the birth of their child. Similar to maternity leave, paternity leave is gender-specific, and is often associated with offering assistance and support to the mother and newborn around childbirth. Additionally, it facilitates fathers in forming a bond with their baby and participating in unpaid care responsibilities.

Paternity leave is important for:

- ▶ **Promoting gender equality:** It challenges traditional gender roles, acknowledging that both parents share equal responsibilities and rights in raising children.
- ▶ **Shared parenting responsibilities:** By enabling fathers to actively participate in caregiving and household duties, it lessens the burden on mothers and fosters a more equitable division of labor within the family.
- ▶ **Child development and well-being:** Paternity leave allows fathers to be present and engaged in their child's growth and well-being.
- ▶ **Support for mothers:** It provides valuable assistance to mothers during the postpartum period, allowing them to recover from childbirth and rest, knowing that the father or partner is available to help care for the child.
- ▶ **Work-life balance:** Balancing work and family responsibilities is a significant challenge for many parents. Paternity leave offers fathers the chance to prioritize family needs without sacrificing their careers, contributing to a healthier work-life balance and reduced work-related stress.
- ▶ **Workplace culture and equality:** It sends a positive message about workplace culture, emphasizing the value placed on family life. This promotes a more inclusive and supportive environment where employees feel respected and valued, irrespective of their gender or parental status.
- ▶ **Re-defining societal norms and attitudes:** Paternity leave helps challenge societal norms and attitudes towards gender roles, parenting, and care work. Normalizing fathers' involvement in childcare contributes to a more progressive and egalitarian society.
- ▶ **Employee satisfaction and retention:** Including paternity leave in employee benefits can enhance job satisfaction, loyalty, and retention. It signals that the organization values its employees' personal lives and recognizes the importance of family.

Other types of childcare-related leave include adoption leave and parental leave. Adoption leave is comparable to maternity or paternity leave, granting workers who become parents through adoption the same job-protected leave as those who give birth. Parental leave is available to both parents, although a portion of the leave may be specifically allocated to either the father or the mother. In many cases, parental leave is gender-neutral, safeguarding both parents from discrimination and providing fathers with the opportunity to increase their involvement in the care of their children.

4.3 Maternity protection and care policies in Ethiopia

Most countries provide maternity protection in their laws, but the types of protection vary greatly. In Ethiopia, the Constitution and Labour Proclamation 1156/2019 provide the legal basis for maternity protection and care policies. The main care-related provisions in these instruments are: maternity leave with full pay; paternity leave with full pay; access to family planning education; information and capacity-building to prevent harm arising from pregnancy and childbirth and safeguarding women's and children's health; and prohibitions on assigning women to work that is dangerous to them or hazardous to their health.

► **Table 1. National legislation for maternity protection and care policies in Ethiopia**

National Law	Maternity related rights
FDRE Constitution	► The right to maternity leave with full pay (Art. 35 (5a)) ► Paternity Leave with full pay (Art. 35 (5, b)) ► Access to family planning education, information and capacity-building to prevent harm arising from pregnancy and childbirth and safeguarding women's and children's health (Art. 35 (9))
Labour Proclamation No. 1156/2019	► Night Work and Overtime: Pregnant women cannot be assigned night work (between 10 pm and 6 am) or overtime work (Article 87(4)). ► Hazardous Work: If a pregnant woman's current job is deemed hazardous to her health or the fetus by a doctor, her employer must transfer her to a safer position (Article 87(5)). ► Job Termination: Employers cannot terminate a woman's employment due to pregnancy or within four months after childbirth (Article 87(6)). ► Maternity Leave: Pregnant workers are entitled to paid maternity leave consisting of: ► Pre-natal leave: 30 consecutive days before the expected due date (Article 88(3)). ► Post-natal leave: 90 consecutive days after childbirth (Article 88(3)) ► Extension of pre-natal leave: If a woman does not deliver within the initial 30-day pre-natal leave, she receives additional leave until childbirth ► Early delivery: If birth occurs before the pre-natal leave ends, the full 90-day post-natal leave starts immediately (Article 88(4)).
Ministry of Labor and Social Affairs Directive 811/ 2021 Ministry of Labor and Social Affairs Directive 811/ 2021	► Provide annual health examination for women who work: standing for a long time for lack of appropriate seating arrangement; Cleaning toilets and drainage pipes; In very hot or very cold temperatures, etc. (Art. 6(2)) ► Transfer pregnant and breastfeeding mothers to another job without reduction of salary, demotion of position, and ensure that they have not suffered any harm to their health; Provide awareness training and information to workers on prohibited work, and related OSH precautions (Art. 9)

► Chapter 5: International and national legal frameworks for working time and workers with family responsibilities



Learning objectives:

- To understand the connection between caregiving, family responsibilities, well-being and business productivity.
- To consider measures that give workers with family responsibilities equal opportunities



Time frame 2 hours:

The time is divided as follows:

- Background information and instructions: 20 minutes
- Group exercise 3: 30 minutes
- Group exercise 4: 30 minutes
- Group presentations and discussion: 40 minutes



Target group / Participants:

- Both men and women
- Adults of all ages.
- All educational levels.
- Garment and textile sector workers, including those on temporary contracts.
- Representatives of both employers and workers.
- Inclusive of persons with disabilities.



Material Needed:

- Flip charts and markers
- Agree/Disagree cards

Box 5.1. Group Exercise 3



Step 1:

Instruct participants to stand on the right side if they agree with the statement or on the left side if they disagree.

Read the following agree/disagree statements and inquire about the reasons behind the participants' choice:

- A family-friendly working environment benefits employees but can be costly for employers.
- Some employers may terminate female employees as soon as they become pregnant to avoid pregnancy-related costs.
- A family-friendly working environment is a prerequisite for achieving gender equality, promoting decent work, and establishing sustainable and profitable enterprises.
- Working long hours and overtime can positively contribute to productivity.

Step 2:

Provide more details about working time and overtime issues by encouraging participants to share their experiences in the workplace.

Use the following questions to guide the discussion:

- ▶ Is there an agreement between the employer and workers on working time and overtime?
- ▶ Is this agreement documented in writing or conveyed orally?
- ▶ What does the agreement specify regarding working time and overtime?
- ▶ How is the agreement implemented in practice?
- ▶ Do women tend to work more overtime than men?
- ▶ If so, are there any reasons for this discrepancy?
- ▶ Are there challenges or issues faced by individuals regarding overtime?
- ▶ What courses of action can be taken when there is a disagreement with the agreed-upon terms?

Step 3:

- ▶ Ask participants about their leave entitlements for time-off (weekly or yearly).
- ▶ Explain the national provision of holiday leave according to the Labour Proclamation.
- ▶ Discuss the difference between participants answers and the legislation: what are the main discrepancies?
- ▶ Consider the courses of action to ensure implementation of the national legislation at the workplace, and ways the workplace can improve any hardship from extensive working hours.

5.1 Working time

Prolonged working hours can have detrimental effects on the worker's health and may lead to reduced productivity for the employer. Relevant international labor standards prescribe a limit of 8 normal (pre-overtime) hours per day and 48 hours per week. This serves as a compelling argument when engaging with the employer regarding the issue of overtime. Overtime encompasses all hours worked beyond the normal hours, unless they are factored into the remuneration according to custom [Reduction of Hours and Work Recommendation, 1962 (No. 116)]. Potential issues that may arise in the discussion about overtime include:

- ▶ Fear of being excluded from the overtime if one protests;
- ▶ Workers may feel compelled to work overtime due to low wages;
- ▶ Threats of transfer to another department for those who complain;
- ▶ Concerns about being replaced if workers voice their grievances;
- ▶ Instances where workers are required to work overtime but are not compensated adequately; and
- ▶ Employers using the excuse that all overtime work is voluntary.

Finding solutions to these situations can be challenging. Emphasize that if individuals wish to take action, it should be done in an organized manner, perhaps through a trade union. Solidarity is crucial when advocating and fighting for one's rights. For more information, see chapter 6.



► Table 2. National legislation on working time in Ethiopia

National Law	Working time related rights
FDRE Constitution	► The right to reasonable limitation of working hours, rest, leisure, periodic leave with pay, remuneration for public holidays, healthy and safe working environment (Article 42 sub-article 2)
Labour Proclamation No. 1156/2019	► Working hours: Normal hours of work shall not exceed 8 hours a day or 48 hours a week (Article 61 sub-article 2 and Article 64) ► Over time payment – the definition of overtime is enshrined under Article 66 sub-article 1 as “...in excess of the normal daily hours of work fixed in accordance with the provisions of this Proclamation shall be deemed to be overtime. To consider a work done as an overtime, two things must be fulfilled. First there must be a circumstance like: (a) accident, actual or eminent; (b) force-majeure; (c) urgent work; and (d) substitution of absent workers and second the must be an express instruction of the employer” (Article 66 sub-article 3 and Article 67 sub article 1. The different rates of payment are stated under Article 68 sub-article 1. ► Weekly rest – the extent of weekly rest as “...not less than twenty-four non-interrupted hours in the course of each period of seven days” and propose “Sunday” as the weekly rest day. (Article 69). Other special types of the weekly rest day provision are detailed in Article 70. The conditions to work on weekly rest day and the types of compensatory measures are stated under Article 71. ► Public holiday – the autonomy to determine a specific day as a public holiday is given to the relevant law (Article 73). Article 74 indicates “non-reduction of wage for public holidays”; and the rate of payment for work done on public holidays is addressed in Article 74 as “... hourly wages multiplied by two for each hour of work on a public holiday.” (Article 75 sub-article 1) ► Annual leave – minimum 16 working days for the first year of service and one additional working day for every additional two years’ service, with no maximum limit Article. 77, 78. ► Special leaves: for family events (Art. 81); sick leave (Art. 85)

Box 5.2. Group Exercise 4



Step 1:

Inform participants that you will be narrating a story in which each individual will assume a specific role. Assign the following roles to participants, ensuring their consent:

- ▶ Alem
- ▶ Alem's husband
- ▶ 2 little children
- ▶ Grandmother (Alem's mother)
- ▶ 2 neighbours
- ▶ Friend of Alem's husband (1 or 2)
- ▶ Employer or supervisor in factory
- ▶ Bus driver
- ▶ Shopkeepers (2 or 3)
- ▶ Colleagues of Alem and colleagues of her husband (for the remaining participants)

Step 2:

- ▶ Read story #1.
- ▶ Allow participants to role play and have fun in the role but keep track of the time.

Step 3:

- ▶ Allow participants to retake their seats.
- ▶ Read story #2.

Step 4:

Discuss story #2 with the participants using the following questions:

- ▶ What are their thoughts on the changes in Alem's life compared to story #1?
- ▶ How did all individuals in the story feel?
- ▶ What actions would they take if they were in Alem's position?
- ▶ What is their perception of the role of the husband in the story?
- ▶ Do they believe it would be beneficial for the husband to assist Alem?
- ▶ Is the reaction of the boss considered fair in their opinion?
- ▶ Do they think the employer would benefit from helping Alem?
- ▶ Can they propose a potential solution to the situation?
- ▶ Have they ever encountered similar problems, and if so, what actions did they take?

Step 5:

Summarize ILO Convention No. 156 on Workers with Family Responsibilities.

Discuss with participants using the following questions:

- ▶ What are their thoughts on Convention No. 156?
- ▶ Are there any measures that can be taken at their workplace to address similar issues to those faced by Alem?
- ▶ Are there any actions they can do to initiate discussions about these problems in their workplace?

Step 6:

Summarize the session and the lessons learned.

Story #1

- ▶ At 5:30 in the morning, Alem wakes up and helps her children get ready. While the kids play, she makes breakfast. Her husband also wakes up, and they all eat together. Then, Alem takes her children to their grandmother's house, and her husband chats with neighbors.
- ▶ After returning from her mother's place, Alem and her husband take the bus to the garment factory where they work. They work until a break, having lunch with their colleagues in the factory cafeteria.
- ▶ When the workday ends, Alem hurries to catch the bus back home to pick up the children from her mother's house. Her husband goes home after talking to his colleagues.
- ▶ On the way home with the children, Alem does some shopping in the market near the bus stop.
- ▶ Back at home, she makes dinner while her husband plays with the kids. They all eat together, and after dinner, Alem puts the children to bed.
- ▶ Alem cleans up and does some chores while her husband goes out to watch TV with his friends.
- ▶ Finally, they both go to bed at 10:00 in the evening.

Story #2

In this story, Alem's mother is very sick. The story changes to:

- ▶ At 5:30 in the morning, Alem wakes up and gets dressed. Then, she wakes up her children and helps them get ready. While the children play, Alem makes breakfast. Her husband also wakes up, gets dressed, and they all have breakfast together. Alem leaves her children with their neighbors for a little while, but this is not a permanent solution.
- ▶ Alem is very worried about her sick mother. She quickly visits her to help with washing and brings some food. Meanwhile, her husband takes the bus to work.
- ▶ After visiting her mother, Alem also takes the bus to the factory, where an angry supervisor is waiting for her. She explains the problem and works until the break. Alem is tired because she didn't sleep well due to worries about her mother. She makes a mistake in her work, and the supervisor becomes angry, saying she'll be fired if she makes one more mistake.
- ▶ When the workday ends, Alem and her husband take the bus home. Alem goes straight to her mother, prepares a meal for her, does some shopping on her way home, picks up the children, and starts cooking. Her husband is a bit upset because she is late with dinner, and he is very hungry.
- ▶ After dinner, Alem puts the children to bed and visits her mother again to check if she needs anything and helps her get into bed.
- ▶ When Alem returns home, her husband is already asleep. After doing the dishes of her family and husbands' friends, Alem also goes to bed.

5.2 The realities and rights of workers with family responsibilities

ILO's Workers with Family Responsibilities Convention (No. 156) and Recommendation (No. 165), 1981 safeguard both men and women workers with family responsibilities, by promoting the sharing of family responsibilities between parents and equal opportunity and treatment in the workplace for workers with family responsibilities. Countries that ratify Convention No. 156 are required to establish a national policy that allows individuals to participate in employment free from discrimination and conflicts between work and family duties. The policy should have measures for community planning and the development of services like childcare and family facilities. Additionally, having family responsibilities should not serve as a valid reason for someone to lose their job.

The ILO's Committee of Experts on the Application of Conventions and Recommendations (CEACR) observes that neither Convention No. 156 nor Recommendation No. 165 provide a clear definition of "family responsibilities" and that both indicate that this is defined by workers with care responsibilities for dependent children and other members of the immediate family of the worker who clearly need care or support. In addition, workers with family responsibilities include many subcategories, such as single-parent families and families with both parents, single persons with dependants, widows and widowers, separated or divorced parents. Addressing matters related to family responsibilities is more pressing than ever due to societal, demographic and organizational changes, which include:

- ▶ The rising participation of women in the labor force and shifts in family structures.
- ▶ Population growth, along with an aging population and escalating care demands.
- ▶ Transformative changes in the world of work, especially in work organization, driven by technological innovations.



Family responsibilities are in relation to:

"Dependent children"

The ILO's CEACR considers that the concept of "dependence", means reliance on the worker for support and sustenance, and physical and mental well-being, in light of the child's age, legal relationship to the worker, residence and other characteristics.



"Other members of their immediate family who clearly need care or support"

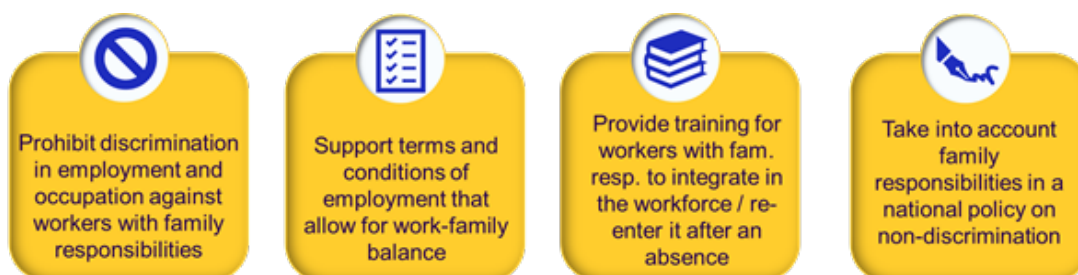
Usually includes the partner and parents or parents-in-law of the worker, as well as grandparents and grandparents-in-law, and that siblings and siblings-in-law are often covered, particularly when they are minors or have a disability or unable to support themselves for some other imperative reason.

The ILO instruments has double objective:

- a) Equality of opportunity and treatment between men and women with family responsibilities
- b) Equality of opportunity and treatment between workers with family responsibilities and other workers who do not have such responsibilities

The instruments call for measures to:

▶ Figure 5.1. The main provisions of the ILO Convention No. 156 (1981)



5.3 National legislation for workers with family responsibilities

Ethiopia has ratified Convention No. 156, meaning the convention is a part of national law. This can be seen in the Labour Proclamation No. 1156/2019 under Art. 26 (2d) where “family responsibility shall not be deemed to constitute legitimate grounds for the termination of a contract of employment.” The provision of special leave is also available to workers with family responsibilities, as seen in Proclamation No. 1156/2019 Art. 81(3) which reads “a worker shall be entitled to leave without pay for up to five consecutive days in the case of exceptional and serious events. However, such leave may be granted only twice in a budget year.”



Smiling garment worker in Lesotho — Worker, Textile Industry, Lesotho. Displaying a smile during her shift in a textile factory. (Marcel Crozet, date unknown)

► Chapter 6: Freedom of association and collective bargaining



Learning objectives:

- Understand the significance of the right to organize.
- Recognize the benefits of organizing and engaging in collective bargaining.
- Gain an understanding of trade unions and other forms of legally organized groups.



Time frame: 1 hour 30 minutes:

The time is divided as follows:

- Background information and instructions: 20 minutes
- Group exercise 5: 30 minutes
- Group presentations and discussion: 40 minutes



Target group / Participants:

- Both men and women
- Adults of all ages.
- All educational levels.
- Garment and textile sector workers, including those on temporary contracts.
- Representatives of both employers and workers.
- Inclusive of persons with disabilities.



Material Needed:

- Flip charts and markers
- Agree/Disagree cards



Clothing plant in Lesotho — Factory, Garment Industry, Lesotho. Overview of the activity on the factory floor. (Marcel Crozet, date unknown)

Box 6.1. Group Exercise 5



Step 1:

Divide the participants into three or four groups with five members each, depending on the size of the training group.

Step 2:

Read story #3.

Discuss story #3 with participants using the following questions:

- ▶ What was the problem?
- ▶ How did the characters respond to the problem?
- ▶ What were the outcomes of the response?
- ▶ Can participants recall similar problems they encountered in their work?
- ▶ Did they take any action?
- ▶ If yes, what was the outcome?
- ▶ If not, why didn't they take action?
- ▶ Would being in a workers' organization help with these problems?

Step 3:

Discuss worker organizations using the following questions:

- ▶ Are they a member of any organization?
- ▶ If not a member, is there a reason?
- ▶ If a member, what type of organization?
- ▶ What are the reasons for their membership?
- ▶ Has the organization helped them with any work-related hardship?
- ▶ Do they know of any other organizations that would be beneficial to them if they were a member?

Step 4:

Discuss with participants the role of workers organizations in their lives, using the following questions:

- ▶ Can women become members of a trade union?
- ▶ Is it beneficial when women are members of trade unions?
- ▶ How could a trade union support your adverse experiences in the workplace?
- ▶ How can you reach your goals at work through a trade union?

Step 5:

Explain the right to organize and highlight the advantages of being a member of a group.

Provide examples of different forms of organizing.

Step 6:

Summarize the session and the lessons learned.

Story #3

Note : *This story is based on real events. It serves as an example to demonstrate that being part of a group makes you stronger than facing situations alone as an individual. In a group, you can exert more pressure. For instance, it's much simpler for an employer to dismiss an individual who complains than to deal with a group of workers with concerns. You can visualize this with the example of chopsticks: breaking one chopstick is easy, but breaking a bundle of 10 is challenging.*

Titem has been working at a garment factory for five years. She started working there when she was 17 years old. Back then, the factory owner made all workers sign a contract stating that if a female worker gets married, she has to quit her job at the factory.

Many of Titem's friends were fired when the factory found out they got married. When the factory owner decided to dismiss another woman, Rukiya, all the workers stopped working to protest. However, this did not stop the dismissal. The factory owner threatened to fire everyone if they didn't go back to work. The workers continued working but lodged more complaints against the factory owner.

Eventually, their complaints reached the Ministry of Labour and Skills (MoLS) and the Labour tribunal. These bodies found that employers are not allowed to fire a woman for getting married. It is considered discrimination against women and is against the Ethiopian Constitution.

Many protests arose from the women's movement against the factory owner, with support from the trade union and MoLS. They succeeded in changing the factory rules, and since then, labour conditions have improved. Workers, including Titem, continued their work without facing discrimination after getting married.



6.1 Trade unions: What are they and what can they do ?

Trade Unions are organizations formed by workers to further and defend their interests in the world of work. Trade unions act as a collective voice for workers, advocating for their rights and representing them in social and tripartite dialogue with employers' organizations and governments.

Trade unions have played a crucial role in the realization of decent work for workers globally, This can be done by filing complaints to national ministries or departments, or through collective bargaining for better working conditions, including wages, working time and occupational safety and health. Trade unions can also be important advocates for gender equality at work, providing education and training on workers' and women's rights and bargaining for equal pay for work of equal value, maternity protection, paternity leave and childcare facilities. While trade unions have many women members, there remains barriers to women's active participation in trade union decision-making and uptake of leadership positions. Promoting women's involvement in trade unions, both in being members or holding leadership positions, can support the achievement of gender equality at work, such as equal opportunities and treatment, eliminating violence and harassment and ensuring maternity protection.

6.2 Freedom of association and collective bargaining

Freedom of association, allowing non-state actors to effectively participate in economic and social policy, is a fundamental human right declared by the Universal Declaration of Human Rights (1948). Making sure that workers and employers have a voice and are represented is essential for the effective functioning of labour markets and governance structures in a country.

Closely related to freedom of association is collective bargaining. Collective bargaining is a fundamental right, embedded in the ILO Constitution and the 1998 ILO Declaration on Fundamental Principles and Rights at Work. It provides the basis for sound labour relationships, with typical issues on bargaining agendas being wages, working time, occupational safety and health, equal treatment and non-discrimination. Freedom of association and collective bargaining can be powerful mechanisms to establish decent work and achieve harmony between workers and employers in the world of work. More broadly, they can also help enhance productivity, reduce inequality and equitably redistribute income and wealth, make economic growth more inclusive and promote industrial peace, progress and social justice.

► **Figure 6.1. Freedom of association and collective bargaining for decent work**





Trader with her children in Addis Ababa — Trader affected by leprosy, Personal Life, Addis Ababa, Ethiopia. Running her business while caring for her children. (Fiorente A., 2002-04)

International human rights instruments:

Universal Declaration of Human Rights

- ▶ Articles 20: (1) Everyone has the right to freedom of peaceful assembly and association; (2) No one may be compelled to belong to an association.
- ▶ Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment; (2) Everyone, without any discrimination, has the right to equal pay for equal work; (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection; and (4) Everyone has the right to form and to join trade unions for the protection of his interests.
- ▶ The ILO resolution concerning trade union rights and their relation to civil liberties (1970) recognizes that the rights conferred upon workers' and employers' organizations must be based on respect for the civil and political freedoms enunciated in the UDHR and ICCPR. T
- ▶ ILO Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87) asserts the right of workers and employers to form and join organizations of their choice, without any interference. The convention ensures the right to establish and join trade unions and employers' organizations, as well as the right of these organizations to operate freely and engage in collective bargaining. It also emphasizes protection against anti-union discrimination and acknowledges the importance of these rights in promoting harmonious labor relations and social justice.
- ▶ ILO Right to Organise and Collective Bargaining Convention, 1949 (No. 98) recognizes and protects the right of workers to organize and form unions of their choosing, as well as the right to engage in collective bargaining with employers. The convention aims to promote effective cooperation between employers and workers for the negotiation of terms and conditions of employment. It emphasizes the importance of creating an environment where both parties can freely exercise their rights without interference, and it encourages the development of collective agreements as a means of regulating employment relationships and promoting social justice.

In Ethiopia, freedom of association and collective bargaining are constitutionally guaranteed rights and explicitly mentioned in the Labour Proclamation.

► Table 3. Freedom of association and collective bargaining in Ethiopia

National Law	Freedom of association and collective bargaining related rights
FDRE Constitution	► The right to freedom of association (Article 31) ► The right to form association to improve their conditions of employment and economic well-being; the right to form trade union to bargain collectively with employer or other organizations that affect their interests (Art. 42 (1a)) ► The right to express grievances including the right to strike (Art. 42 (1b)) ► The right to equal pay for equal work for women workers (Art. 42 (1d)) ► The right to reasonable limitation of working hours, rest, leisure, periodic leave with pay, remuneration for public holidays, healthy and safe work environment (Art. 42 (2))
Labour Proclamation No. 1156/2019	► The right to form an association (Article 113) along with the procedures on how to establish an association (Articles 114-124) ► Collective agreement – Article 125 sub-article 2 define collective bargaining as ‘... a negotiation process between employers and workers organizations or their representatives concerning conditions of work in order to reach at collective agreement or the renewal or modifications there of’. The meaning of ‘collective agreement also stated under sub-article 1 of the same article. Then bargaining as a right is states under Article 126. Who represent workers in collective bargaining and how could get advisors who provide expert advice during the negotiation process are presented under Article 127 and 128 respectively. The different procedures for collective bargaining are enshrined under 131



Garment worker, Garment Industry, Lesotho. The worker stands in the washing department of a clothing factory. (Marcel Crozet, date unknown)

► Chapter 7: Concluding remarks

The *Care at Work in Ethiopia's Garment Sector: A Training Manual for Advancing the Rights of Workers with Family Responsibilities* offers guidelines for trainers to raise awareness and advocate for policies addressing maternity protection and the rights of workers in the textile and garment sector in Ethiopia. It encourages open discussions and encourages participants to express their views freely, aiming to create a better understanding of the value of unpaid care work, maternity protection, and the fundamental rights of workers with family responsibilities. The manual targets workers, workers' representatives, and factory representatives in the textile and garment sector with a mixed sex group size of 15-20 participants.

This manual uses comprehensive, interactive training methods, including brainstorming, presentations, group exercises, case studies, role plays and visual aids like pictures and videos, for participatory sessions. The training sessions begin with a brief lesson explanation, learning objectives, target group, methodology, material, exercises/activities, trainer notes, training aids and session duration.

The manual addressed four topics: care work: definitions, context and gender equality; maternity protection & sexual and reproductive health and rights; international and national legal frameworks for working time and workers with family responsibilities; and freedom of association and collective bargaining. Key messages from these topics are captured below.

Care work: definitions, context and gender equality

The manual discusses care work, categorized into direct and indirect activities. It highlights the importance of addressing unpaid care work, which hinders women's participation and employment quality. The 5R Framework for Decent Care Work is an important mechanism to address these world of work inequalities, aiming to recognize, reduce and redistribute unpaid care work, promote quality care work, and organize and involve care workers in social dialogue. International labour standards, such as the Maternity Protection Convention, 2000 (No. 183), Social Security (Minimum Standards) Convention, 1952 (No. 102), and Workers with Family Responsibilities Convention, 1981 (No. 156), provide the minimum standards for transformative care policies

Maternity protection and sexual and reproductive health and rights

Maternity protection is a public good aimed at achieving gender equality at work and ensuring the health and economic protection of women workers and their children. International legal instruments like the Universal Declaration of Human Rights and the Convention for the Elimination of Discrimination Against Women address gender equality and women's rights. ILO Convention No. 183 defines maternity as three main periods: pregnancy, childbirth, and post-natal period, including nursing. It includes provisions concerning health, healthcare, maternity leave, income security, employment protection and breastfeeding arrangements. Maternity protection promotes social and economic development, reduces child and maternal mortality, prevents poverty, and promotes gender equality. Convention No. 183 and accompanying Recommendation No. 191 cover all employed women, including those in atypical forms of dependent work. Leave, a period of absence from the job, is the most common benefit provided for maternity protection. According to Convention No. 183, maternity leave should be paid at least two-thirds of the woman's previous earnings. Other types of child-care related leave have been gaining traction and can be taken for various reasons, such as paternity leave, adoption leave and parental leave. To ensure up-take and accessibility of these types of leave, which also promote a more equal sharing of care responsibilities between mothers and fathers, these leaves should also be paid.

Maternity protection and care-related laws safeguard maternal and child health, and job protection ensures non-discrimination at work. In Ethiopia, care-related legislation includes full pay for maternity and paternity leave, access to family planning education and prohibition of hazardous work assignments for pregnant and nursing women.

International and national legal frameworks for working time and workers with family responsibilities

Many women face the “double burden” of working full days and caring for dependent children and older persons, making them more vulnerable to discrimination. ILO’s Convention No. 156 and Recommendation No. 165 (1981) protect workers with family responsibilities and promote equal opportunity and treatment. These instruments aim to address family responsibilities through leave entitlements, childcare and other care services, along with other terms and conditions of employment affecting workers with family responsibilities, including working time and the right to organize. Long working hours are unhealthy for workers and can result in lower production for employers. Overtime refers to all hours worked in excess of normal hours unless custom is taken into account. To address issues related to overtime, workers should take action through organized means, such as trade unions, and solidarity is crucial for advocating for their rights.

Freedom of association and collective bargaining

Trade Unions are organizations formed by workers to further defend their interests in the world of work. Trade unions act as a collective voice for workers, advocating for their rights and representing them in social and tripartite dialogue with employers’ organizations and governments. Freedom of association and collective bargaining are fundamental rights of workers, promoting voice, representation and participation. These instruments can help establish decent working terms and conditions, achieve harmony between employers and trade unions, enhance productivity, reduce inequality, and promote industrial peace, progress, and social justice. The Universal Declaration of Human Rights and international labour standards are international human rights instruments that protect workers’ and employers’ rights. The UDHR outlines the rights of individuals to freedom of peaceful assembly, work and equal pay. The ILO resolution concerning trade union rights and their relation to civil liberties (1970) emphasizes the importance of respecting civil and political freedoms in trade union rights.

Other ILO instruments include the ILO Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87) and ILO Right to Organise and Collective Bargaining Convention, 1949 (No. 98). In Ethiopia, the fundamental rights of freedom of association and collective bargaining are embedded in the Constitution and Labour Proclamation (Chapter 6, Table 3).

Next steps

- ▶ Final questions: Answer any remaining questions from participants to finalize the training session.
- ▶ Post-test: Capture participants’ knowledge acquisition through the post-test (Annex 4).
- ▶ Evaluation: Ensure that all participants fill out the evaluation sheet (Annex 5).

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Annex 1. Images of Care Work Activities



Picture 'A'



Picture 'B'



Picture 'C'



Picture 'D'



Picture 'E'



Picture 'F'

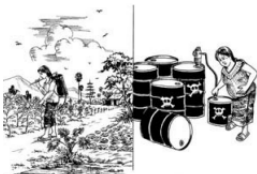


Picture 'G'



Picture 'H'

Annex 2. Images of risky and safe situations for pregnant and nursing women

Dangerous situations:	
	
Working at night, overtime or holidays	Carrying heavy loads
	
working with dangerous chemicals	<i>This entrepreneur is tired and still working late at night</i>
Important provisions for pregnant women at work:	
	
Changing to appropriate work	Medical benefits (including maternity leave)
	
Place to rest or to breastfeed during work	Time for breastfeeding
Unfair treatment	
	
Termination of job because of pregnancy	Termination of job because of pregnancy
	
Verbal violence of pregnant women	Physical violence of pregnant women

Annex 3: Kombolcha Textile Collective Agreement (CBA)



[Kombolcha textile
Collective Agreement](#)

Annex 4: Pre- and post- test

Please choose the correct answer

1. In many societies care work is primarily carried out by. _____
 - a. Men
 - b. women
 - c. girls
 - d. b & c
2. Which one is true about the impact of unpaid care work on the life of women and girls?
 - a. Keeps women in poverty.
 - b. Limit women educational opportunity
 - c. Affect the health of women.
 - d. All of the above
3. Engaging men (fathers) in care work and challenging traditional norms belongs to which R in the ILO's 5R Framework for Decent Care Work?
 - a. Recognize.
 - b. Redistribute
 - c. Reduced
 - d. Reward
4. Which one of the following will motivate workers' and positively contribute to productivity?
 - a. Paid maternity leave with job security.
 - b. Non- discriminatory working environment
 - c. Flexi hour arrangements
 - d. All
5. Which one is the advantages of parental leave
 - a. It will promote gender equality.
 - b. It will contribute to shared parenting responsibilities.
 - c. It will challenge societal norms and attitudes towards gender roles,
 - d. All of the above
6. Any work-related meetings in the factory should be arranged at ____?
 - a. Regular working hours
 - b. After working hours
 - c. At lunch time
 - d. None of the above
7. Which of the following is not true about of maternity protection policies?
 - a. Allow time for pregnancy related medical follow up.
 - b. Health protection at the workplace
 - c. Allow pregnant women part time work if she is capable!
 - d. All of the above
8. Under Ethiopian legal framework on maternity protection pregnant women are entitled to
 - a. 30 consecutive days of pre-natal leave
 - b. 90 days of post-natal leave allow pregnant workers night shift work (10 pm to 6 am)
 - c. A and B
9. Which of the following is not a common workplace accommodation for pregnant workers to support their health and well-being?
 - a. Flexi work hours
 - b. Reduce workload.
 - c. Increase salary.
 - d. All
10. Which of the following component not included in the collective bargaining agreement?
 - a. Health and Safety
 - b. Wages and Compensation
 - c. Training and professional development
 - d. None of the above

Annex 5: Evaluation Sheet [for Trainers]

Title of the Session: _____

Date and Time _____

Name of trainer: _____

Venue _____

1. Please evaluate the trainer of the session

Score: [5. Strongly agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree]

Check List		1	2	3	4	5
A. Quality of Voice						
1	The trainer's voice volume was appropriate (not too loud and too soft).					
2	The trainer's voice speed was appropriate (not too fast and not too slow)					
3	The trainer's voice tone was appropriate (not too flat to invite participants get bored).					
B. Usage of words						
1	The trainer used appropriate words (not offensive) for the training					
2	The trainer avoided too difficult technical terms, or explained when using them.					
C. Manner of presentation						
1	The trainer avoided directly reading the texts from the presentation material.					
2	The trainer gave emphasis on important points of the topic.					
3	The trainer made necessary pauses during the facilitation to help participants think about the issues raised and reflect.					

D. Attitude						
1	The trainer's physical appearance was appropriate for the occasion.					
2	The trainer's facial expression was encouraging to participants.					
3	The trainer was making enough eye contact with the participants.					
4	The trainer was using good gestures to attract the participants attention.					
5	The trainer was making controlled movement to hold the participants attention.					
E. Time management						
1	The trainer finished the session on time (Not too early, not too late).					
2	The trainer covered all the main points of the session, as set on the objective					
3	The trainer spent reasonable time on each slide.					
4	The trainer gave enough time to address participants questions.					
F. Training materials: Power Point						
1	The Slides were not too congested, making it easy to follow.					
2	The fonts & color used on the slide were readable and appropriate.					
3	The slides include appropriate graphics/ illustrations.					
4	The slides avoided unnecessary features that distract focus.					
5	The presentation material had sufficient & up-to-date references.					
G. Training materials: others						
1	The trainer prepared additional supporting materials					
2	The training materials were clear and readable.					
3	The materials emphasize /through colors, underlining etc./ main issues					
4	The training materials were well organized.					

2. Could you please write your general comments on the training session?

--

3. Could you point out good qualities of the trainer?

I.
II.
III.
IV.

4. Could you point out areas that need to be improved by the trainer?

I.
II.
III.
IV.

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the Rights of Workers with Family
Responsibilities